DOCUMENT RESUME

ED 114 434 UD 015 447

TITLE	Educational Needs of Children from Minority Groups.
INSTITUTION	Community Relations Commission, London (England).
PUB DATE	Jul 74
NOTE	24p.
AVAILABLE FROM	Community Relations Commission, 15-16 Bedford Street, London WC2E 9HX, England ($0.63, paper)
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	Academic Achievement; Bilingual Education; Economically Disadvantaged; Educationally Disadvantaged; *Educational Needs; English (Second Language); Ethnic Groups; Immigrants; *Minority Group Children; Negroes; Non English Speaking; *Policy Formation; Teacher Education
IDENTIFIERS	*England; West Indians

ABSTRACT

This paper proposes measures for policy implementation to meet the educational needs of minority group children from "New Commonwealth" (newly independent) countries residing in England. An admission of the importance of education of these children, the need for more resources to be made available to them, and the extent to which these children's needs and those of the indigenous community are similar are stated to be relevant considerations. The main results of systematic research findings and experience in multi-racial schools are given along with the main implications for action and research. Specific recommendations submitted include requests for additional resources from central government, the establishment of a national policy for deprived urban areas, several programs for local education authorities (such as advisory teams on multi-racial education, multi-racial curricula development, and assessment in multi-racial schools), and teacher training with the adoption of positive policies to recruit and train professionals from minority backgrounds. (AM)

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EDUCATIONAL NEEDS OF CHILDREN FROM MINORITY GROUPS

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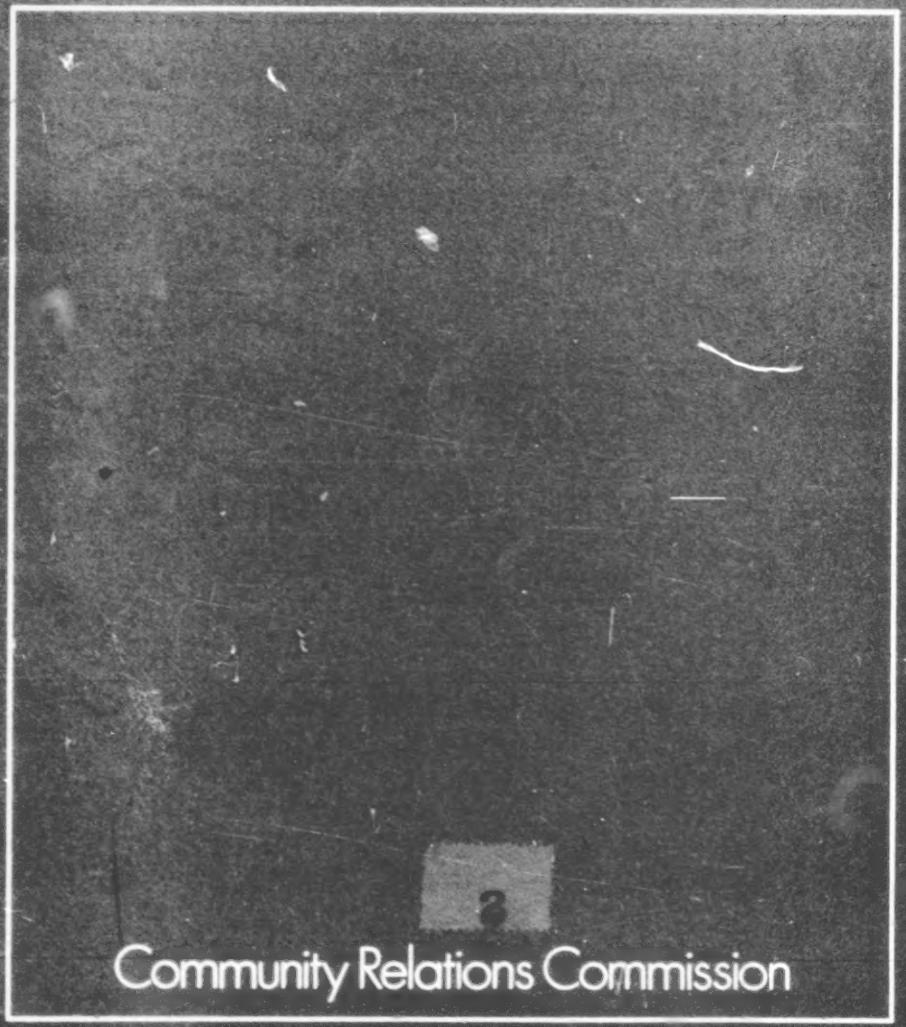

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(a) to encourage the establishment of, and assist others to take steps to secure the establishment of, harmonious community relations and to co-ordinate on a national basis the measures adopted for that purpose by others; and

(b) to advise the Secretary of State for the Home Department on any matter referred to the Commission by him and to make recommendations to him, on any matter which the Commission considers should be brought to his attention.

ED114434

Educational Needs of Children from Minority Groups

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UD015447

Community Relations Commission
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First Edition: March 1974
Reprint: July 1974

Foreword

To The Home Secretary

The Commission has been concerned about the ability of the education system to adapt its practices to meet the educational needs and aspirations of minority groups. The under-performance of pupils from minority ethnic backgrounds which reflects this situation has been a subject of considerable concern to us and the need for action was well illustrated in the inquiries of the Parliamentary Select Committee on Race Relations and Immigration.

Because of this concern we asked the Commission's Reference Division and Education Department to prepare a paper on the Educational needs of children from minority backgrounds.

We submit this to you for the attention of yourself and implementation by the Department of Education and Science.

P. TUCKER
Secretary to the Commission

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Policy Paper on the Educational Needs of Children from Minority Groups

1 The purpose of this paper is not to report on the educational performance of children from New Commonwealth backgrounds; it is to urge that the policy implications of existing knowledge are taken note of and effective policies implemented. Lengthy discussion of the educational consequences of the multiracial character of certain areas and the need to change the educational experience of the majority of the population to enable them to relate as equals with people of different colours and cultures will not be attempted. Similar arguments could be developed about the comparative performance of children from privileged and under-privileged homes within the indigenous white community. They would lead to the conclusion that our educational system is not meeting the needs of this section of the indigenous population. In this paper, we are proposing measures which should be taken to meet the more specific and pressing needs of children who are members of minority groups.

2 We are certain that the following considerations should be borne in mind by policy-makers and we are concerned that their importance is fully appreciated:

a Although pupils with New Commonwealth backgrounds constitute a small proportion of the total school population in the country as a whole, their concentration is such that in certain areas – especially urban areas – they account for a large proportion of the relevant population. Townsend has shown, for example, that these pupils constituted 3.3% of the total school population in the country on the basis of the DES definition; and he calculated that on a wider definition the figure is about 4.5%. This small proportion, however, conceals the uneven distribution. The London area accounts for slightly more than half, followed by South Lancashire and the West Midlands. In fact two local authority areas have more than 25% of their pupil roll defined as immigrant, five between 20-25% and a further six 15-20%. Furthermore the number of individual schools with heavy concentrations is growing. Nearly 1,000 schools out of 33,000 now have over one-quarter immigrant pupils, and some authorities with few children of minority groups overall have one or two schools with very large percentages. This uneven distribution means that some areas and schools are faced with a greater need to cope with the educational issues which they present than others. In these areas, a twofold response is called for. The

first requirement is a commitment to positive policies, an admission that the education of minority group children is an important issue and a move away from the 'we-have-no-problems-here' approach found in some areas. Secondly, the need is for more resources to be made available to such areas, both from the local education authorities and as a result of positive action by central government.

b A second consideration which is relevant concerns the extent to which the educational needs of these pupils and those of under-privileged sections of the indigenous community are similar. We would not deny that there are similarities since many settlers with New Commonwealth backgrounds live in depressed areas with whites; further, some of them share the characteristics of the socially and economically disadvantaged groups in society.

Yet these similarities do not over-ride important differences. For one thing, not all recent settlers come from economically disadvantaged homes nor do they all reside in depressed areas. Beyond this, two important factors must be recognised. Firstly the different ethnic background of these settlers and the fact that they do not share the common English language heritage sets them apart from the indigenous community. Their values, attitudes and behaviour differ in important respects from those of the indigenous population and it should be possible to preserve these differences. Secondly, because of their colour they are a visible minority and are often subject to the hostility of the host community as well as frequent discrimination in such areas as housing and employment. Furthermore, the low economic and social status which New Commonwealth immigrants are frequently accorded in our society must affect the 'identity' these groups have of themselves and the self concept they can pass on to their children. These factors determine the character of the educational issues which emerge in the schools and must, in turn, influence the responses which the schools and local authorities adopt, and it is in view of these factors that such educational issues require serious consideration in their own right. We suspect that lumping together the educational problems of these pupils with those of sectors of the indigenous community conceals much that is important and the Commission would welcome an inquiry to ascertain how far the difficulties are related to colour, to race, to class and to migration.

3 What are the main results of both systematic research and experience in multi-racial schools?

a The minority population is differentiated in terms of its adjustment to and performance in the English education system. See Tables 1 and 2.

b Length of education in the United Kingdom appears to be a more important factor in determining primary school performance than length of residence or being born in the country. But even with full education the mean levels of performance of pupils from West Indian backgrounds is lower than the indigenous and Asian pupils, and below the expectations the community has for itself. See Tables 1 and 2.

c With the exception of extremes social and ethnic mix of the school appears to have little influence on the performance of either the indigenous or the settler population. Further, positive gains in performance take place at a level of minority and class composition outside the possibility of policy changes in areas of heavy settlement. See Table 3.

d The relatively poor performance on conventional tests of minority pupils is across the primary curriculum although differences can be found in certain aspects of the curriculum. What particularly concerns the Commission is that under-privileged white children seem to perform at a higher level than West Indian settlers and this appears to be true of pupils before and in the early years of their primary education. See Table 4.

4 It is important to clarify what these broad generalisations mean: they refer to the relative performance of various sections of the population. Of course many West Indian children are performing at a level above the indigenous population and differences within groups is far greater than that between groups. What we are saying is that just as the educational system has in a sense failed to meet the needs of the child from a working-class background, so now, to an even greater extent, it is failing to meet the needs of the child from a different background and this is demonstrated by differences in performance. This is a criticism of the system, not of the victims of that system. What causes concern is the relative performance of the various groups of pupils and various reasons can be advanced for these differences. The comparative newness to the United Kingdom educational system of certain groups is one, the educational consequences of social deprivation and the effects of cultural differences between minority and majority populations are others. However, it is the inability (or unwillingness) of the existing system to modify its practice to meet the needs of new types of pupils that we would stress. There are two reasons for suggesting as the priority the existing school system; first what goes on in school is a factor determining differences in performance and second (and perhaps more important) is the fact that educational policy and practice is under the control of educational policy makers whereas the other factors are not. Therefore it is suggested that rather than attempting to improve the general diagnosis of present performance what is required is a careful and critical examination of current educational practice

and policies and their modification as a means of improving the levels of achievement reached.

5 The main implications for action and research are:

a That it is the child from the West Indian background whose needs in terms of basic skill performance should be given highest priority and the causes of some of the differences can be detected at or before school entrance.

b Without positive action these needs are unlikely to be seriously reduced in the short run; neither being born here nor having a full education bring performance levels up to those of the indigenous population. As a higher proportion of pupils from minority home backgrounds are born in the United Kingdom, so the mean performance will improve, but certain subgroups will continue in the immediate future to be below the indigenous population and even socially disadvantaged white groups.

c That changing the social and ethnic mix of schools (ie bussing or dispersal) in areas of minority settlement is unlikely to change the performance of minority pupils with the possible exception of basic training in English for non-English speaking pupils.

d The need for early intervention into development (certainly at the beginning of infant schools and more desirably earlier) of minority pupils.

e The need to develop programmes especially designed to meet the disadvantages (and particularly the language needs) of children from the West Indian backgrounds, and expand language programmes for pupils from non-English-speaking backgrounds.

6 Because of the uneven distribution of recent settlers in the system, such efforts cannot be left to the initiative or resources of individual schools or local authorities but should be part of a national programme. This is why we stress the need for the Department of Education and Science to reconsider its relationship with local authorities which have relatively heavy concentrations of peoples from minority backgrounds. To no small extent the initiative for action lies with it (as do the necessary resources) and in our judgement it has the responsibility to ensure that action is both taken and systematically evalued. Further, any programme should combine development and research with action; we are ignorant not only about the nature of the disadvantages of the black population (ie we cannot adequately diagnose their needs) and are equally ignorant about effective ways of improving our present efforts. The above findings allied to direct experience suggest that a minimum programme of action-research-development should involve:

a The importance of language development as a pre-requisite of basic skill acquisition suggesting that action should include language training as part of the initial training of teachers. However, in-service training in language skills is perhaps even more important than initial training for three reasons – firstly, the majority of teachers are no longer in college and are already teaching. Secondly, teachers are more likely to wish to take advantage of in-service courses when they are in the situation themselves and can see the practical relevance to their work. Thirdly, only a small number of teachers will be confronted by a significant number of minority group pupils in a professional capacity. To implement this, the following measures are suggested:

i authorities with large numbers of minority group pupils ought to have on their staff several advisers knowledgeable about and experienced in the educational problems of minority group children;

ii schools with heavy concentrations of minority group pupils should have specialist teachers of English as a second language and teachers trained to teach dialect-speaking children;

iii all teachers in such schools should attend in-service training courses on both the general issues involved and on language teaching skills so that the whole staff of a school is equipped to deal with the pupils in it;

iv a permanent cadre of full-time workers, partly advisory, partly developmental, should be mobilised in authorities with large numbers of settlers to assist schools with their problems and develop and disseminate new ideas, approaches and materials;

v authorities should examine the role which centres might play for pupils experiencing special difficulty who could attend on a temporary, full-time or on a part-time basis; it is essential that centres should adopt a policy of giving support to the schools in the area and maintain close links with them;

b So far, research and development projects on the needs of immigrant pupils have been limited in scale and funding. Scope I and the recently published Senior Scope, produced by the Schools Council, both present extremely useful and carefully graded teaching programmes, but they deal with the most straightforward part of teaching English as a second language – the first year in a special language class. Scope II does go further but is being launched without any in-service training support. The Schools Council Project on the teaching of English to West Indian children only examines the needs of the 7–9 year-olds. Because of this we suggest:

i funds should be made available for research and development projects in language teaching, to produce suitable materials and to assess the effectiveness of various techniques and the most fruitful points of language intervention;

ii although there is a need for research into language competence and skills required for the learning situation at all ages, there is a lack of expertise in the teaching of basic skills to secondary age children, and these ought, as a matter of urgency, to be developed;

iii the importance of mobilising the experience and energies of teachers in schools must be realised: a scheme based upon teachers' centres or special centres to bring together the varied experience of practising teachers and College of Education and University staff is desirable and ways should be found of mobilising the skills of varied types of people to meet the needs of minority pupils;

iv there is a need for teachers to be provided with yardsticks with which they can assess the competence in English of both their native and dialect speakers. Already some teachers have found that American tools like the New York Language Scale are helpful but these are not available to schools, and we hope that work currently undertaken at the National Foundation for Educational Research will go some way to meet this need. But there is need both for the dissemination of available techniques and considerable support for their further refinement and development;

v one of the difficulties of some children from minority backgrounds is that they are having to acquire a new vocabulary and new language concepts simultaneously at a time when their mother tongue is ill-developed; there is a need for the development of expertise and approaches to assist the language education of children of this type. Again, action schemes located in areas of heavy settlement combine the skill and experience of teachers with academic resources;

c that the educational performance of pupils in the school is to no small extent the result of experiences, stimulation and support received at home has gained widespread acceptance. Unfortunately its educational implications are only beginning to be worked out. Practical problems facing school staff of involving parents of immigrants and the difficulty of communicating with non-English-speaking parents are real. This suggests two types of recommendations:

i the involvement in the educational system at professional and lay levels of increasing numbers of people from the minority communities suggests itself as a means of opening channels of communication, as ways of indirectly improving both the language development and performance of pupils, and as a method of creating situations for both white and black pupils in which the authority figure is black. This could mean positive attempts by authorities to recruit teachers from minority groups, as well as social workers, child guidance staff, aides and auxiliaries. In addition the involvement of members of minority groups, on school management committees, local educational authorities, etc is urged;

ii the need for a more sustained and systematic service linking home and school. The Halsey Report on Educational Priority Areas recommends a home visitors' scheme and this suggestion has obvious potential for minority groups not merely as a means of linking home and school but as an instrument for encouraging the involvement of parents in their children's education and re-directing parental involvement on more effective lines. Finally, and not least important, a scheme of educational home visits should provide a means of helping the language development of many adults in the minority community for inadequate parental language can directly and indirectly impair pupil performance;

d One of the major findings has been the importance of length of education in determining how well individuals from minority group backgrounds perform; this suggests that priority should be given to the need for pre-school facilities for underprivileged groups generally and for minority groups in particular. However, the need is not merely for more pre-school facilities but also for innovations of two sorts:

i the importance of building into the pre-school experience (and therefore into the training of the school staff) formal attempts to assist and encourage language development. This is not simply a question of providing infants with a rich and varied pre-school experience; it means the development and introduction of materials, language kits and programmes relevant to the needs of a pre-school pupil and especially to youngsters from non-English-speaking backgrounds and those whose language structure impairs effective performance in school;

ii the need to stimulate parental involvement and assist parents in improving their own skills suggests to us the importance of ensuring that any expanded pre-school facility must learn from the experience of the play group involvement of parents in the running and staffing of that facility. By doing so, parents and children will be helped simultaneously and children better prepared for traditional English educational demands. It

is essential that any expansion of pre-school facilities should emphasise the need for lay adult involvement and this point was recognised by the Department in its recent circular.

How far these points can be met through a general programme for disadvantaged pupils needs careful consideration, but two things must not be lost sight of: first, *the special problems and needs of black pupils that are not extensions* of the problems of the white disadvantaged, and second, the special needs of schools and areas with heavy concentrations of settlers. What must not be ignored is the extent to which the comparative performances of certain minority groups is a cause for educational concern and the need to mobilise the skills, research, development and action workers to meet their needs. It is in this context that the recommendations of the Select Committee on Race Relations and Immigration of a special fund and an immigrant advisory unit in the DES ought to be given high priority.

Recommendations

7 In the last analysis, the success or failure of measures taken to deal with these issues is in the hands of classroom teachers, their understanding of the needs of minority pupils and sympathy towards them. This is why we stress the importance of involving members of the black community as professionals and para-professionals in education and devising curricula relevant to minority groups. But the classroom teacher cannot succeed without positive help from all levels, from Government, from local authorities, from research and from parents. Above all there is a need for a climate of opinion to be created, and this must come from Government, where there is a will to adopt positive policies of action for schools in urban areas for the benefit of all children, black and white, so that in their turn local authorities, schools and colleges, can have the resources and expertise they need. Inevitably this must mean that the Department will have to adopt a more positive relationship with some local education authorities than in the past. In the field of minority education it should be concerned to mobilise extra help for those areas with heavy concentrations, evaluating how those resources are being used, disseminating good practice, and monitoring the effects of authorities in this field. The establishment of an advisory unit in the Department with this responsibility (and with access to substantial funds) seems to the Commission to be essential. With this in mind we should like to submit the following specific recommendations:

Resources from Central Government

a Section 11 of the Local Government Act has been used to provide extra teachers in areas of stress and the Urban Programme has given limited

funds for capital projects and equipment. This provision has been piecemeal in geographical distribution, limited in the type of resources available and subject to a local authority being willing to accept that there is a need. Further, central government should find ways of financially supporting many of the suggestions made below for local authorities and teacher training. We would suggest that the Department of Education and Science should consider establishing a national policy for deprived urban areas and should provide extra help along the following lines:

i in school building programmes the space restrictions should be altered to permit a more generous allocation in areas where housing is poor and there is much overcrowding;

ii the EPA allowance should be looked at to see if it should be extended to secondary schools, made more generous and used as a means of encouraging teachers to stay at a school for some length of time;

iii the ratio of children to adults in the school should be lowered both by the allocation of extra teachers and by the introduction of other workers such as counsellors, home-school liaison teachers, and career guidance experts in schools in deprived urban areas. Special efforts should be made to ensure that the additional workers are representative of the communities they serve;

iv additional financial help is required by LEAs with heavy concentrations of ethnic minorities, largely because these are the authorities experiencing the range of problems summarised by phrases like 'urban stress'. To meet the additional and special needs of minority pupils, the Department should consider a special fund along the lines recommended by the Select Committee;

v the needs of minority pupils require a different sort of specialist help than normally given by HMIs, and a cadre of specialists should be recruited with particular knowledge of minority group pupils to form an advisory unit within the Department.

Programmes for Local Education Authorities

b We would propose that, with the backing of central government, local education authorities implement the following programmes:

i to set up advisory teams on multi-racial education, to undertake the organisation of groups of teachers to work together to define a philosophy for multi-racial education covering school organisation, lesson

content, any special counselling needs that might arise through children experiencing cultural confusion, etc;

ii to undertake the development of curricula suitable for a multi-racial school. Such curricula will ensure that minority group children enjoy the same opportunities for achieving self respect and a strong sense of identity as other children and will enable all children to value the range of human effort and achievement rather than restricting them to one ethnically-centred viewpoint. Of particular importance is the re-orientation of curricula for religious studies, literature, geography and history to make these relevant to the needs and interests of the minority community and its children;

iii to appoint advisers on the continuing language needs of children transferred from language centres to normal schools or from withdrawal language classes to regular classes. An adviser will help the teachers assess the individual child to decide when he is ready for the transfer to normal schooling, and to assess what further language help he will need after the transfer. Similarly, the adviser will help co-ordinate the activities of special language teachers in schools and other teachers in normal schools and assist all teachers, especially subject teachers in secondary schools, to understand and deal with the difficulties faced by children speaking a Caribbean dialect at home and those faced by children for whom English is a second language;

iv to provide courses for teachers in multi-racial schools on assessment so that the limitations of present tests are fully understood and teachers can develop an appropriate method of assessing ability and attainment of children from a different culture or with a first language which is not English;

v to examine further their method of ascertainment for ESN schools and set up a monitoring system to ensure that there are regular reviews of a child's progress to see if deascertainment is possible. Furthermore, since at present there is little suitable alternative remedial provision, LEAs should ensure that in terms of staffing and teaching programmes these schools are adequate to meet the needs of the children in them;

vi measures should be taken to increase effective home/school contact in multi-racial schools through the appointment of educational visitors and home/school liaison teachers and through encouraging experiments by head teachers in bringing parents into the school;

vii minority group children have a special need for pre-school education if they are not to start school with a handicap; this applies especially to the Asian community because the language spoken in the home is usually not English and children may therefore reach school at age of five speaking no English at all; it also applies to the West Indian community because it contains a high proportion of working mothers who are often forced to leave children in unstimulating child-minding conditions for much of their pre-school lives;

viii there must be a recognition of the importance of building into the pre-school experience (and therefore into the training of the school staff) formal attempts to assist and encourage language development;

ix the inability of many Asian women to speak English and the difficulties they face for cultural reasons in taking advantage of conventional Adult Education provision has given rise to many voluntary efforts at home-teaching schemes. We recommend that LEAs should take an interest in such schemes, ensure professional standards by the appointment of LEA-employed organisers and use the potential of these schemes for involving Asian mothers in their children's education;

x in schools where there are substantial numbers of minority group children we recommend that LEAs make efforts to involve at professional and lay levels more members from the minority communities. This will create situations for both black and white pupils where the figure in authority is black and could assist the minority communities to feel more involvement in what is happening to their children. This could mean positive attempts by LEAs to recruit teachers from minority groups as well as social workers, child guidance staff, aides and welfare assistants;

xi further education should also be encouraged to do more to help those immigrants who arrived in this country in their teens and had only a few years' education here, or those leaving school as educational failures. Many such pupils are highly motivated to gain an education, but do not gain admission to courses because of language difficulties or lack of educational qualifications. Courses in basic numeracy and literacy, and basic subject courses allied with technical training, could do much to improve the employment chances of these young immigrants, and would provide them with the opportunity to go on to further studies;

xii Black Studies can be of great importance to young black people, whether born in England or abroad, to act as a counter-weight to their

growing up in a largely white country, and as a source of self-respect and self-help motivation. Black Studies groups often arise in youth clubs and in young people's homes, and should be given every encouragement under the aegis of the LEA Further Education or Youth Department.

Teacher Training

c Colleges and departments of education as well as the DES and local authorities are asked to consider the following suggestions:

i although only a minority of the students from colleges and departments of education will find themselves in their first job in multi-racial schools, it is a substantial minority since probationary teachers are more likely to find work where there is a shortage of teachers, ie the big cities. Furthermore, most teachers move about a great deal in the course of their careers and may well be in a multi-racial area at some stage. It is also important to remember that all children are growing up in a multi-racial society wherever they live. Thus there seems to be every reason for initial teacher training courses to include material on race relations and on different ethnic groups in our society for all students as well as more specialised optional courses in English as a second language. Education departments in the colleges are at present doing most of this work and we would like to see attention given by the main subject department in the colleges to developing more cross-cultural studies in the syllabuses they use;

ii in-service training is even more important for two reasons. As we have already argued the majority of teachers are no longer in college but are already teaching, and these teachers are more likely to wish to take advantage of in-service courses when they are in the situation themselves and can see the practical relevance to their work. The provision of suitable in-service courses must come from the combined efforts of the DES, the LEAs and the colleges and care needs to be taken in designing these courses. The emphasis should be placed on improving the technical competence of the teachers in dealing with basic skill acquisition, with appropriate teaching materials and strategies, in understanding and dealing with the identity problems of minority group children, and in making contact with minority families;

iii particular emphasis should be placed at this time on advanced courses to train staff from colleges, university departments and LEAs who will be responsible for designing and conducting in-service courses.

Advanced Diploma courses of the type begun in September 1973 at Southlands College, London and Bishop Lonsdale College, Derby, are essential if more trainers are to become available;

iv in order that both white and minority group children may benefit from seeing minority group members in positions of authority in the schools, colleges and departments of education should make a direct effort to attract as many black students as have the qualifications and aptitude for teacher training. It is in the adoption of positive policies to recruit and train professionals from minority backgrounds that the contributions of training institutions is most immediately needed.

8 The main point of this paper is to suggest that the existing educational system, its schools, staffing, curriculum and methods must be modified by policy makers and those who are professionally concerned to meet the needs of pupils from minority backgrounds. What we are arguing is that educational policy has failed to respond to the legitimate needs of the black population. Similar observations can be made about the inflexibility of other areas of social policy which have also failed to adjust practice to meet changing needs.

March 1974

Tables

Table 1 *Performance of pupils on transfer to secondary school – Percentage of pupils in Upper and Lower Quartiles*

	English		*Mathematics*		*Verbal reasoning*	
	Upper	*Lower*	*Upper*	*Lower*	*Upper*	*Lower*
Theoretical	25.0	25.0	25.0	25.0	25.0	25.0
Non-immigrant	25.0	23.0	23.0	26.0	20.0	29.0
Immigrant	8.0	53.0	8.0	54.0	7.0	59.0
Immigrants fully educated here	12.4	38.0	12.0	42.0	10.0	46.0
Immigrants partly educated here	5.5	62.0	6.0	61.0	5.0	67.0

Source

An unpublished analysis of all ILEA pupils transferring to secondary schools. It shows quite clearly the gap in performance between the children from an ethnic minority background and the indigenous pupil. Instead of one in four being placed in the upper quartile, one in twelve was. At the other end of the performance spectrum instead of one in four, we find more than one in two. Even the group of pupils fully educated in the United Kingdom were underperforming; roughly 12% in the upper quartile, instead of 25%.

Table 2 *Percentage of pupils fully educated here placed in Upper Quartile on transfer to secondary school*

	English	*Mathematics*	*Verbal reasoning*
West Indian origin	9.2	7.4	7.2
Asian origin	19.3	20.2	21.1
Indigenous	25.0	22.9	19.8

The *source* is the same as for Table 1: the Table indicates that Asians fully educated in this country are performing at a level comparable with the indigenous population. Pupils from West Indian backgrounds, fully educated here, are not performing at that level. No differences could be found between those born here, arriving very young, or having full education here: for example 9.1% of West Indians born here were placed in the upper quartile for English, 9% of those arriving very young and 9.4% of those entering at school entry age. Similar results were obtained for mathematics, and verbal reasoning. The same observations can be made about Asian pupils.

Table 3 *Mean reading score of pupils in schools with varying percentages of pupils from minority backgrounds*

% Minority	United Kingdom	West Indian	Indian	Pakistani
0	99.0			
1.10	97.7	88.1	90.5	90.7
10.1	95.3	89.1	90.2	92.1
20.1	95.7	87.3	89.8	94.3
30.1	94.4	87.4	89.6	87.3
40.1	96.5	88.0	89.9	—
50.1	93.7	87.6	87.9	—
60.1	88.9	84.7	—	—

Source: ILEA Literacy Survey.

What this Table indicates is that the performance of minority group pupils is not influenced by the percentage of the indigenous population in the school. Further, although there is some indication that indigenous pupils do better in primary schools with under 10% minority pupils, the analysis completed in the study shows that this is because of their own social class background and not because of the ethnic mix of the school (see article by Little & Mabey in *London: Urban patterns, problems and policies*, Ed by David Donnison and David Eversley).

Table 4 *Scores of pupils on EPVT in EPA schools*

	Level 1 (Infant)			*Level 2 (Junior)*		
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
All	1,341	94.5	14.8	1,551	90.9	13.8
Non-immigrant	957	97.9	13.8	1,162	92.9	13.0
West Indian	298	86.9	12.8	250	85.5	13.1

Source

National Educational Priority Area Study, shortly to be published, it is based upon the Deptford part of the study. Comparing West Indian pupils at the beginning of primary school (Level 1) with their indigenous classmates in an EPA area shows a marked difference in linguistic development (of 11 points on Level 1). For technical reasons direct comparison between Level 1 and Level 2 is not possible.

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SEP 01 1975

Community Relations Commission
15-16 Bedford Street
London WC2E 9HX
Telephone 01-836 3545

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